

## Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County:	
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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

Youth Challenge Community Program (“YCCP”)

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

The program will use multi-disciplinary teams consisting of a probation officer, social worker, law enforcement officer, school counselor and various Community-Based Organizations (CBOs) to

provide intensive services to the “treatment” juveniles and their families. These services will include, but are not limited to:

- anger management
- crisis intervention
- family and individual counseling
- parenting
- conflict resolution
- gang intervention
- mentoring
- tutoring
- alcohol and substance abuse education and counseling

The juveniles in the comparison group will not receive these services. Services from the community-based organizations will be provided both on and off the school site. Treatment group interventions that are provided on the campus will be direct and apart from the student body (including those students in the control group). Thus, the comparison group will not be directly or indirectly exposed.

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	0	Single point of entry/one-stop service center
0	Day Reporting Center	1	Multidisciplinary case management
3	Community Resource/Service Center	1	Restorative Justice Program
3	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	0	Institutional commitment
0	Neighborhood Accountability Boards	0	Transitional care
0	Victim advocacy	0	Voice tracking
0	On-site school	0	Community-oriented problem solving
1	Homework assistance	0	Reconciliation
1	Language proficiency development	0	Rigorous academic program
1	Monitor truancy through contact with schools	1	Tutoring
1	Probation officers on site: Prevention	1	ESL instruction
1	Probation officers on site: Intervention	1	Educational incentives
1	Social skills development	1	Mentoring
1	Life skills counseling	1	Life skills training
1	Youth leadership development	1	Swift and certain response
1	Parenting training - for youth	0	Emancipation skills training
1	Mental health counseling	1	Parenting training - for parents of youth
1	Family counseling	1	Sexual abuse counseling
1	Family counseling with involvement of extended family	1	Parenting counseling
1	Family conferencing	1	Parental prosecution
1	Family re-unification	1	Create multi-family support groups

0	Respite care	3	CPS referral
1	Family mentors	0	Medical services
0	Peer counseling	0	Physical therapy
1	Health education	3	Conflict resolution services
0	Conflict resolution training	0	Financial support
1	Anger management	0	Residential care
0	Finance management training	0	Clothing
0	Housing and food	0	Use of probation volunteers
0	Expedited case assignment and management	0	Vocational counseling
1	Community based restorative justice	0	Employment
0	Vocational training	0	Community service - paid
0	Job placement	0	Community service - unpaid
0	Pay restitution	0	Transportation
0	Intensive probation supervision	1	Behavioral contract
0	Probation supervision, not intensive	3	Speech therapy
0	Recreation activities	0	Outreach workers
3	After school programs		Other (Specify):
1	Crisis intervention		Other (Specify):
0	Electronic monitoring		Other (Specify):
1	Alcohol abuse counseling and support		Other (Specify):
1	Substance abuse counseling and support		Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

The project will use a true experimental design with (blind) random assignment. After an initial eligibility screening by the Probation Officer, the subject will be assigned to either the treatment or comparison group from the same pool of potential research subjects.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

<b>Research Design (Check One)</b>	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
<b>Comparisons (Check all that apply)</b>	
<input type="checkbox"/>	Post-Program, Single Assessment
<input checked="" type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input checked="" type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.  
N/A

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
Yes	<input checked="" type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

N/A

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

The target population will include 5<sup>th</sup> through 8<sup>th</sup> grade students (10 to 14 years old) in the designated school sites who are considered at-risk for any *one* of the following qualifying criteria:

**Family Issues:**

- Lack of Parental Control
- Criminal Family Influence
- Family Violence/Neglect
- Environmental Factors (family dysfunction, divorce, substance abuse, chaos, language barrier, relocations, etc)

**School Issues**

- Attendance Problems
- Behavior Problems
- Academic Problems
- Adjustment/Emotional Difficulties

**Substance Abuse Issues**

- Alcohol/Marijuana experimentation
- Other drug experimentation
- Frequent substance use
- Substance abuse interferes with school performance

**Pre-Delinquency Issues**

- Gang member/affiliation
- Delinquent Peers
- Runaway/Beyond Control Behavior
- Criminal Behaviors emerging

Students meeting eligibility criteria may be referred by school officials, parents, law enforcement, Community based organizations or self-referral.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of “X” on the CASI, etc.).

Standardized instruments will not be used to determine eligibility. Rather, in order to provide early intervention to the most “at-risk” and determine appropriate treatment interventions, a screening tool/referral form will be used.

Eligibility is as follows: 5th-8<sup>th</sup> grade students, ages 10-14, who attend the specified school, are not involved in the Targeted Truancy Program, and who are at-risk due to family issues, school issues, substance abuse or pre-delinquency. We will use an internal, non-standardized referral form that will also act as a *screening tool* to assist the probation officer in determining if the student meets the aforementioned eligibility criteria. The form will identify if, and to what degree, the four identified risk factors are present. It will identify specific issues involved in the risk factors which will help in the initial assessment should the student be chosen for the experimental group. For the purpose of prioritizing should the program become full, the risk factors will be scored. The referral process will be as follows:

- The referring party will complete the specified section of the Screening Form and forward the referral to the Challenge Program Deputy Probation Officer
- The DPO will review the form, verify information with the school, collect additional information and score the risk criteria section.
- If the case is ineligible, the DPO will return the form to the referring party indicating the reasons for ineligibility.
- If the program is full, eligible students will be put on the waiting list, prioritized by risk score.
- If eligible, and when a vacancy in the program occurs, the DPO will contact with evaluator to determine if the case will be treatment or comparison.
- If the case is designated a treatment case, the case will be referred to the Multidisciplinary team where an Individualized Treatment Plan to address the identified risk factors will be developed.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below**, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)		
Program Year	Treatment Group	Comparison Group
First Year	75	75
Second Year	75	75
Third Year	75	75
Total	225	225

Unit of Analysis ( Check one)		
<input checked="" type="checkbox"/>	Individual Youth	Family
<input type="checkbox"/>	School	Geographic Area (e.g., neighborhood)

The sample size reflects the number of youths on which data will be *provided* for evaluation purposes. There will be a *minimum* Project total of 450 subjects; 75 each in the treatment and comparison groups, per year. It is likely, however, that data will be *collected* on more than 450 subjects but will not be used for evaluation purposes. (For example, those subjects entering the program after September 30, 2001 will not be included as they will not have completed the six months follow-up). Each setting will be equally represented with 25 in the treatment and comparison groups at each site. Subjects at each site will be randomly selected based on program eligibility. Therefore, gender, age, grade and ethnicity may not be equally represented in the treatment and comparison groups.

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: **October 1, 1999**

Final Treatment Completion Date: **December 31, 2001**

Final Data Gathering Date: **June 30, 2002**

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

**Matching criteria:**

- Age
- Gender
- Ethnicity
- School Site
- Family composition

- 9a. After each characteristic listed above, describe how it will be measured.

Age – Official Record

Gender – Official Record

Ethnicity – Official Record

School Site – Official Record

Family composition – Self Report

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

Age, gender and ethnicity could confound this analysis. Procedures to address the problem include: review random assignment procedures for unintended biases, statistical weighting of variables, and subsample analysis.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

N/A

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

The project will use a true experimental design with (blind) random assignment. After an initial eligibility screening by the Probation Officer, the subject will be assigned to either the treatment or comparison groups from the same pool of potential research subjects.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

Treatment students and their families will be referred to the site based Multi-Disciplinary Team (MDT) comprised of a Deputy Probation Officer, Social Worker, Law Enforcement Officer and School Counselor. The MDT will assess the needs of the student by reviewing and validating all relevant information (i.e. referral/screening form information, attendance, grades, suspensions/expulsions, acts of violence, family information, placement referrals, arrests, child protective services referrals, etc.). Based on the knowledge and expertise of the MDT members, a comprehensive treatment intervention plan will be developed to address each of the risk factors. Interventions will likely consist of services and interventions provided by the contracted CBOs.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

The Multidisciplinary Teams will not use standardized assessment instruments for the purposes of identifying appropriate interventions. Rather, they will rely on knowledge and expertise. However, the service/treatment providers to whom a treatment subject is referred may choose to conduct further standardized or non-standardized assessments on an individualized basis.

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

Comparison group subjects will not receive assessments.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Eligible students who meet at least one of the qualifying criteria (substance abuse, family, school or pre-delinquency issues) may be referred by school officials, parents, law enforcement representatives, community based organizations, probation ,children's services or themselves.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

Eligible students who meet at least one of the qualifying criteria (substance abuse, family, school or pre-delinquency issues) may be referred by school officials, parents, law enforcement representatives, community based organizations, probation ,children's services or themselves.

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

N/A

Variable	Score/Scale	Additional Information	Significance Test
Truancies	Count	Subsample analyses may be performed where appropriate (ethnicity, gender, age and comparison of the three sites – rural, urban and suburban).	Difference in means test (t test); Chi-square for dichotomous; categorization of yes/no binomials into counts; ANOVA for third group subsample analysis
Suspensions	Count	Same	Same
Acts of Violence	Count	“	“
Grade Point Average	Pre/Post	“	“
Attendance	Count	“	“
Out of Home Placements	Count	“	“
Child Abuse Referrals	Count	“	“
Arrests	Count/Severity Scale	“	“
Citations	Count	“	“
Referrals to Probation	Count	“	“
Institutional Commitments	Count	“	“
Electronic Monitoring	Count	“	“

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.

School attendance measurement will be based on a proportion of the number of days present relative to the total number of school days in the student is involved in the program.



15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.

All data will come from records kept by the appropriate agency (School, Child Protective Services, Police and Probation).

17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.
- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Risk Factors		
	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)	✓	✓
✓	# of Arrests/Referrals	✓	✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)	✓	✓
✓	Sustained Petitions (any)	✓	✓
✓	# of Sustained Petitions	✓	✓
✓	Type(s) of Sustained Petition(s)	✓	✓
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		
✓	Institutional Commitment (any)	✓	✓
✓	# of Institutional Commitments	✓	✓
	Commitment Time		
	Completion of Institutional Commitment		
	Restitution Ordered		
	Restitution Amount		
	Restitution Paid		
	Amount of Restitution Paid		

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Court-Ordered Work		
	Court-Ordered Work Hours		
	Court-Ordered Work Completed		
	# of Court-Ordered Work Hours Completed		
	Court-Ordered Community Service		
	Court-Ordered Community Service Hours		
	Court-Ordered Community Service Completed		
	# of Court-Ordered Community Service Hours Completed		
✓	Education-Enrollment Status	✓	✓
✓	Education-Grade Level	✓	✓
✓	Education-Credits Earned	✓	✓
✓	Education-Grade Point Average	✓	✓
✓	Education-Expulsions	✓	✓
✓	Education-Suspensions	✓	✓
	Gang Involvement		
	Alcohol Use		
	Drug Use		
	Runaway		
✓	Wardship Status	✓	✓
✓	Informal Probation Status	✓	✓
	Contacts with Probation Officer		
	Family Functioning		
	Self Esteem		
	Use of Community Services		
	Self-Protective/Avoidance Behavior		
	Client Satisfaction		
	Family Attitudes		
	Social Skills		
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
	Referrals to Community Agencies		
✓	Other (Specify): Out of Home Placement	✓	✓
✓	Other (Specify): Education – Attendance	✓	✓
✓	Other (Specify): Education – Acts of Violence on School Grounds	✓	✓
✓	Other (Specify): Child abuse referrals	✓	✓
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Additional information regarding the presence/severity of the risk factors will be collected, as follows below. The information will be used to determine eligibility, assist in the application of appropriate treatment interventions and develop a program waiting list if necessary. The information gathered for screening will not be used for outcome measures.

#### Family Issues:

- Lack of Parental Control
- Criminal Family Influence
- Family Violence/Neglect
- Environmental Factors (family dysfunction. Divorce, substance abuse, chaos, language barrier, relocations, etc)

#### School Issues

- Attendance Problems
- Behavior Problems
- Academic Problems
- Adjustment/Emotional Difficulties

#### Substance Abuse Issues

- Alcohol/Marijuana experimentation
- Other drug experimentation
- Frequent substance use
- Substance abuse interferes with school performance

#### Pre-Delinquency Issues

- Gang member/affiliation
- Delinquent Peers
- Runaway/Beyond Control Behavior
- Criminal Behaviors emerging

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

- Matching to protocol standards (e.g. factors identifying the at-risk profile):  
measured by interviewing probation staff to collect their impressions of the risk/needs instrument
- Services provided (by type, hours and number of contact):  
measured by asking MDT staff to log activities
- Description of program components:  
measured by site visits and interviews with providers, CBOs & staff log
- Numbers entering and exiting program (by type of entry; type of exit):  
measured by data base
- Completions, Interruptions, Failures:  
measured by data base
- Teamwork on part of all treatment & intervention agents:  
measured by interviews with Probation staff and community providers
- Participant profiles:  
measured by review of case files, database & additional interviews with youth and MDT.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

**Treatment Group**

- MDT records and service logs
- Modified service records
- Student file and chronological entries

**Control Group**

- Interventions offered as part of the regular school program, on a group, rather than an individual basis.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

Students will remain on the program a minimum of six months or until completion of the intervention plan as determined by MDT review of the applied interventions.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

N/A

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?
- Non-participation by minor & family (judgement by MDT)
  - Moving out of district
  - Arrest that results in informal or formal probation